

Creating an Inclusive Early Learning and Development Program

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Introduction



Getting to Know You

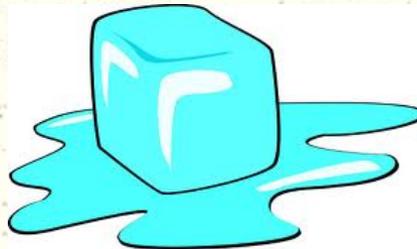
Are you....

- # Center-based preschool/child care provider
- # Home child care provider
- # Head Start staff
- # Elementary school staff
- # Administrator/supervisor
- # Teacher
- # Assistant teacher/aide/paraprofessional
- # Related service provider (OT, PT, SLP)
- # Parent
- # Student
- # Other
- # Currently serving children with disabilities
- # Served children with disabilities in the past



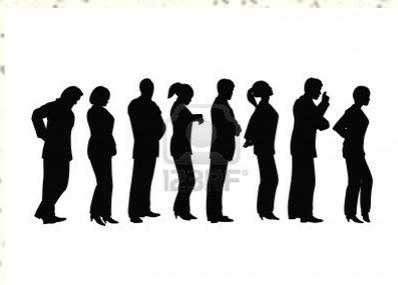
Icebreaker

- # Find someone you do not know (or do not know well). Introduce yourself.
- # Share with them why you are here.
- # What are your interests in creating an inclusive ELDP?



Activity

- # Line up based on the number of years of experience you have in working with children with disabilities.
 - Fold together... Share one strategy you have used.
- # Line up again based on how comfortable you feel working with children with disabilities (on a scale of 1-10).
 - Fold together again... Share why you gave yourself the number.



Session Objectives

Participants will:

- Understand the session content, objectives and materials.
- Examine how inclusive practices benefit all children.
- Identify and select steps to creating an inclusive ELDP.
- Select strategies/adaptations/accommodations to implement inclusive practices in your ELDP.
- Complete closing activities.



Agenda and Materials



"The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends."

(Erwin, 1993, p.1)



Erwin, E. J. (1993, Winter). The philosophy and status of inclusion. *Envision: A publication of The Lighthouse National Center for Vision and Child Development*, 1, 3-4.

How do you View Inclusion?



Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.² The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.



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Early Childhood Inclusion

Joint position statement of DEC and NAEYC

...support the right of his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

The desired results of inclusive experiences...include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

Early Childhood Inclusion

Joint position statement of DEC and NAEYC



The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

Defining Features of Inclusion

Access

- Learning opportunities
- Activities
- Settings
- Environments

Participation

- Additional individualized accommodations and supports to participate fully

Supports

- Infrastructure of system-level supports
- Access to ongoing PD
- Resources & policies that support collaboration
- Funding policies

What is Oregon's Definition of Early Childhood Inclusion?

"Inclusion, as a value, supports the right of all children, regardless of abilities, to participate actively in natural settings within their communities. Natural settings are those in which the child would spend time had he or she not had a disability."

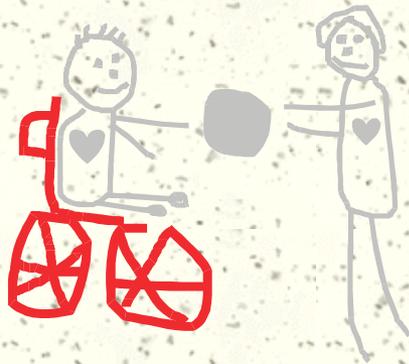


(Adopted from the DEC Position Statement on Inclusion by the Oregon's Early Childhood Inclusion Collaborative Steering Committee on March 28, 2008)

People First Terminology

"We are tired of being seen first as handicapped, or retarded, or developmentally disabled. We want to be seen as people first."

Kathie Snow



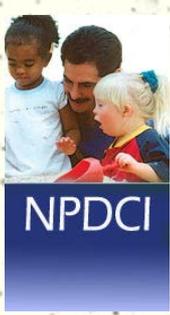
Disabled Children



Children with Disabilities

Research and Literature Supporting Inclusion





National Professional Development Center on Inclusion

Document - *Research Synthesis Points on Early Childhood Inclusion (2009)*

- Developed by FPG Child Development Institute at University of North Carolina at Chapel Hill.
- Summary of key conclusions from literature review or research syntheses on early childhood inclusion.
- Contains 9 conclusions and literature citations.

National Professional Development Center on Inclusion
Helping states achieve an integrated professional development system that supports high quality inclusion



Research Synthesis Points on Early Childhood Inclusion

THIS DOCUMENT IS A SUMMARY OF KEY CONCLUSIONS OR "SYNTHESIS POINTS" drawn from a review of the literature or research syntheses on early childhood inclusion. For each synthesis point, we provide supporting references. We encourage you to reproduce this document for distribution and use it in a variety of contexts, including professional development, policy development, planning, advocacy, and grant writing.

It should be noted that synthesis points 1-7 derive primarily from the following key sources, selected because these authors summarized what was known about inclusion:

- Guralnick, M. J. (Ed.). (2001). *Early childhood inclusion: Focus on change*. Baltimore: Brookes.
- Odom, S. L. (Ed.). (2002). *Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press.
- Odom, S. L., et al. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs*, 4(1), 17-49.

Based on our own review of the literature, we added synthesis points 8 and 9 to reflect emerging knowledge about quality inclusive programs and professional development related to inclusion.

1. **Inclusion takes many different forms.**
Lieber, J., Hanson, M. J., Beckman, P. J., Odom, S. L., Sandall, S. R., Schwartz, I. S., et al. (2000). Key influences on the initiation and implementation of inclusive preschool programs. *Exceptional Children*, 67(1), 83-98.

*Odom, S. L., & Diamond, K. E. (1998). Inclusion of young children with special needs in early childhood education: The research base. *Early Childhood Research Quarterly*, 13(1), 3-25.

Odom, S. L., Horn, E. M., Marquart, J., Hanson, M. J., Wolfberg, P., Beckman, P. J., et al. (1999). On the forms of inclusion: Organizational context and individualized service models. *Journal of Early Intervention*, 22, 185-199.

*A research review or synthesis. All other references represent primary sources.

Fact Sheet of Research on Preschool Inclusion

Barton, E. E. & Smith, B. J. (2014). Fact sheet of research on preschool inclusion. Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion. Denver, CO. <http://www.pyramidplus.org/>

Fact Sheet of Research on Preschool Inclusion

Erin E. Barton & Barbara J. Smith

June, 2014

1. In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.

U.S. Department of Education. (2014). 2012 IDEA Part B Child Count and Educational Environment. Retrieved from <https://explore.data.gov/Education/2012-IDEA-Part-B-Child-Count-and-Educational-Envir/5172-4535>

Summary: In 2012, across all states, a total of 42.5% of children 3–5 served under IDEA received their special education and related services in a regular early childhood classroom.

U.S. Department of Education. (1987). Annual report to congress on the implementation of the Education of the Handicapped Act. US Department of Education, Washington, D.C.

Summary: During 1984-85, across all states, a total of 36.8% of children 3–5 served under IDEA received their special education and related services in a regular early childhood classroom.

Comparing the 1985 data to the 2012 data, the practice of providing special education and related services to children with disabilities age 3-5 years old in regular early childhood settings increased by only 5.7%.

2. Inclusion benefits children with and without disabilities.*

Buysse, V., Goldman, B. D., & Skinner, M. L. (2002). Setting effects on friendship formation among young children with and without disabilities. *Exceptional Children, 68*, 503–517.

Summary: Typically developing children in specialized classrooms had more friends than their peers with disabilities. However, typically developing children in child care programs did not have more friends than their peers with disabilities. The authors noted that when children with disabilities have access to multiple playmates they have more opportunities to develop social and play skills. Also, child care teachers in this study reported that young children with disabilities in inclusive settings had friends who were typically developing.

Crass, A. F., Traub, E. K., Hutter-Pishgahi, L., & Shelton, G. (2004). Elements for successful inclusion for children with significant disabilities. *Topics in Early Childhood Special Education, 24*, 169–183.

Summary: The authors examined the teacher practices and parent beliefs related to inclusion of several young children with disabilities. The authors found that peers of children with disabilities in inclusive classrooms were helpful. Parents and teachers reported the peers were learning compassion and empathy. Furthermore, the authors noted that individualized instruction was specifically related to learning and achieving goals for the children with disabilities.

Halahan, A., & Costenbader, V. (2000). A comparison of developmental gains for preschool children with disabilities in inclusive and self-contained classrooms. *Topics in Early Childhood Special Education, 20*, 224–235.

Summary: The authors examined outcomes for children with disabilities in inclusive versus segregated settings. The authors found that children with higher social-emotional skills performed better in inclusive settings than segregated ones. Children with lower social-emotional development performed equally well in both types of settings.

Odom, S. L., Zercher, C., Li, S., Marquart, J., Sandall, S., & Brown, W. (2006). Social acceptance and social rejection of young children with disabilities in inclusive classes. *Journal of Educational Psychology, 98*, 807-823.

Lists 11 facts on preschool inclusion and supporting research.

<http://www.pyramidplus.org/sites/default/files/images/Inclusion%20Fact%20Sheet%202014.pdf>

Inclusion for Preschool Children with Disabilities: What We Know and What We Should Be Doing

<http://www.pyramidplus.org/sites/default/files/images/STRAIN%20PrYC%20what%20we%20know%20%282%29.pdf>

Handout

Please Duplicate and Distribute Freely

Inclusion for Preschool Children with Disabilities: What We Know and What We Should Be Doing

Philip S. Strain, Ph.D., University of Colorado Denver, 2014

The movement toward inclusion of preschool age children with disabilities originally gained national attention with the passage of Public Law 99-457, the IDEA amendments of 1988. It addressed the inclusion of preschoolers by extending the provisions of the least restrictive environment (LRE) to children with disabilities ages three through five years. The developmental importance of inclusive services for young children with disabilities is clear. Over the last 30 years, the evidence regarding inclusive service delivery for young children with disabilities has accumulated rapidly. Based on scientific evidence, here is what we know:

What We Know

- No study that has assessed social outcomes for children in inclusive versus developmentally segregated settings has found segregated settings to be superior. This is important because one of the things that parents of young children with disabilities most desire for their youngsters is to develop friendships with their same-age, typically developing peers. And if we ask the question, "What developmental outcomes are most likely to lead to successful post-school adjustment?", social skills is always the answer.
- The positive social outcomes attributable to inclusive settings, however, have been seen only when social interaction is frequent, planned, and carefully promoted by teachers.
- Typically developing children have shown only positive developmental, educational and attitudinal outcomes from inclusive experiences.
- There is no evidence that children with particular types or severity of disabilities are poor candidates for inclusion.
- On measures of how well children maintain skills after some initial teaching, segregated settings

have been shown to have a poor outcome (i.e. children tend not to use newly-learned skills in segregated settings whereas they are much more likely to use these same skills in inclusive settings).

- Programs that are characterized by inclusive service delivery tend to be state-of-the-art on a variety of other dimensions, including extensive parental involvement; highly-structured scope, sequence, and method of instruction; and attention to repeated outcome assessments.

What We Should Be Doing

How might we translate our empirical findings into an ongoing service delivery model? The results speak to the following programmatic issues: a) child referral to inclusive setting; b) continuum of service; c) personnel training; d) class organization and structure; and e) administrative practices.

Child Referral. Though there is little scientific evidence available, what exists does not support the notion that less involved children should be preferred for inclusive services while potentially excluding more involved youngsters. When formulating policy and procedures, we must discount this popular belief and recognize that no available data exists upon which to exclude children with severe disabilities from inclusive placements. Further, programs have shown that children with severe disabilities such as autism can be successfully included. Based on the evidence to date, we should screen children away from maximally inclusive options only after these high quality, inclusive options have been tried with fidelity and with supports to the personnel and have failed.

Continuum of Services. Policy makers and those who design services are faced with the dilemma that it is possible for practitioners to satisfy the bureaucratic and legal requirements and yet not help, or worse, do potential harm, to the clients.

Compiled by Philip Strain at
University of Colorado (2014)

Elements of Early Childhood Inclusion

Wolery, R.A. & Odom, S. I. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

- # Inclusion is about belonging and participating in a diverse society.
 - Not just school issue; extends to communities.
 - Not only a disability issue; all children and families have right to participate and be supported.



Elements of Early Childhood Inclusion

Wolery, R.A. & Odom, S. I. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

- # Programs, not children, have to be ready for inclusion.
 - Programs need to adjust/adapt to needs of children.
 - Children should not have to earn the right to be included.



Elements of Early Childhood Inclusion

Wolery, R.A. & Odom, S. I. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

- # Collaboration is the cornerstone to effective inclusive programs.
 - Collaboration among adults, including professionals and parents, within and across systems and programs, is essential to inclusive programs.
 - Collaboration among adults, from different disciplines and often different philosophies, is one of the greatest challenges to successful implementation of inclusive programs.



Elements of Early Childhood Inclusion

Wolery, R.A. & Odom, S. I. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

Specialized instruction is an important component of inclusion.

■ Participation is not enough. The individual needs of children with disabilities must be addressed.

■ Specialized instruction can be delivered through a variety of effective strategies, many of which can be embedded in the ongoing classroom activities.



Elements of Early Childhood Inclusion

Wolery, R.A. & Odom, S. I. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

- # Adequate support is necessary to make inclusive environments work.
 - Support includes training, personnel, materials, planning time, and ongoing consultation.
 - Support can be delivered in different ways.



Elements of Early Childhood Inclusion

Wolery, R.A. & Odom, S. I. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

- # Inclusion can benefit children with and without disabilities.
 - Parents of children without disabilities report beneficial changes in their children's confidence, self-esteem, and understanding of diversity.
 - High quality early childhood programs form the necessary structural base for high quality inclusive programs; thus, all children benefit from them.



So, What Does Early Childhood Inclusion Look Like?

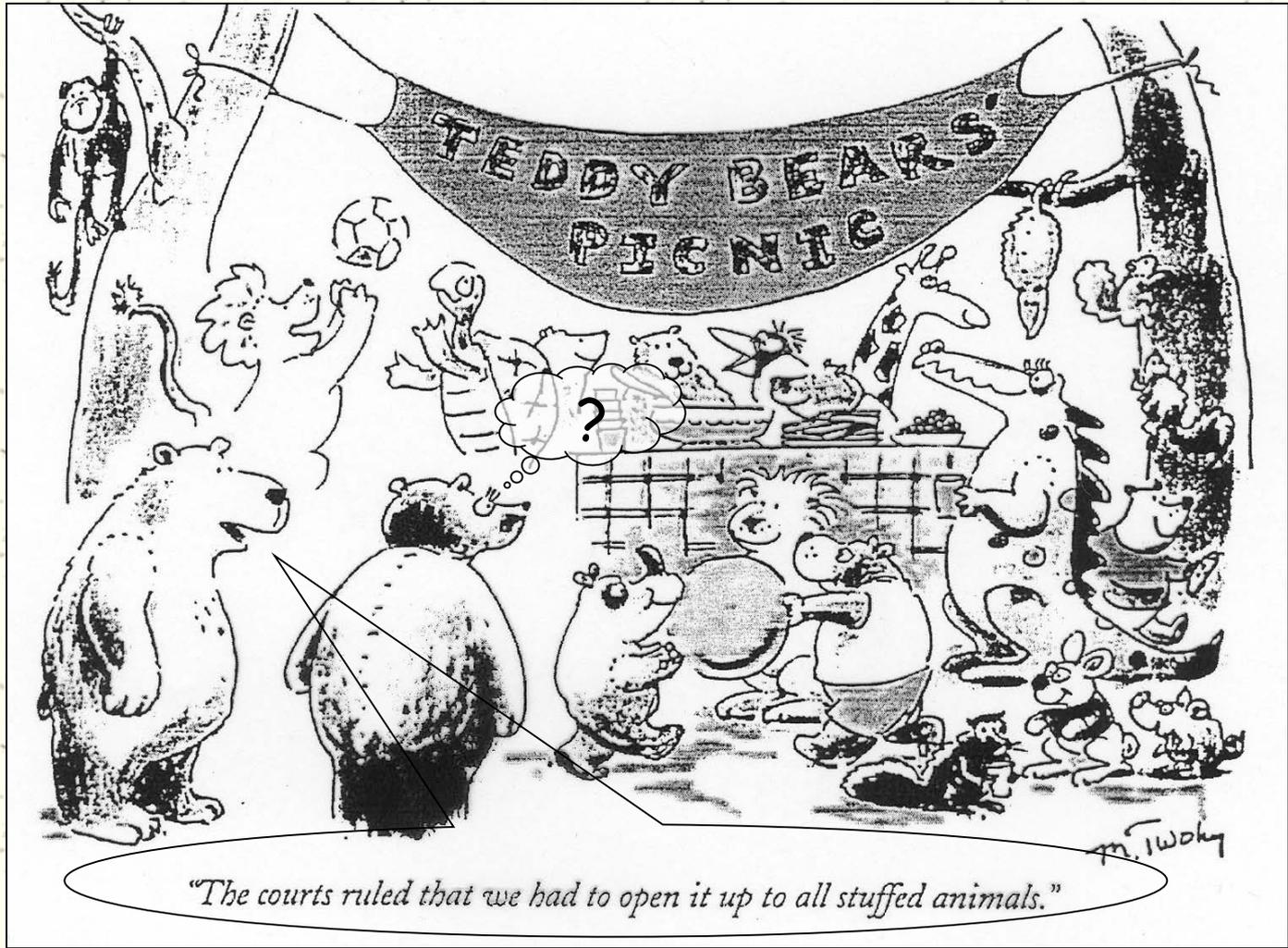
VIDEO - *So Many Ways to Learn*

<http://depts.washington.edu/hscenter/elo-ways>

Why do Inclusion and Benefits of Inclusion



Why do Inclusion?



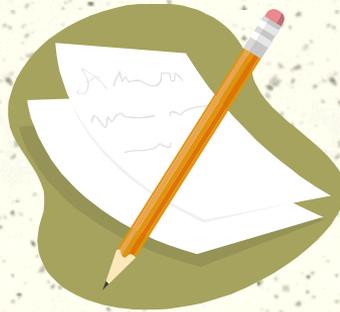
Why do Inclusion?

- # Legal rights
 - ADA
 - Section 504 of Rehabilitation Act
 - IDEA
- # Benefits children, families and communities
- # Right thing to do



Reflection Activity

- # With a partner, list at least 3 benefits of being an inclusive ELDP. Consider benefits to children, families, ELDPs and communities.
- # Share with another group.



Benefits of Inclusion

Children benefit by...



- ♥ Developing genuine friendships.
- ♥ Learning from friends.
- ♥ Learning that people have different kinds of abilities.
- ♥ Developing empathy and understanding.
- ♥ Learning to value differences.
- ♥ Experiencing a sense of belonging.
- ♥ Having better self-esteem.



Benefits of Inclusion

Providers benefit by...



- ♥ Developing an understanding of the special needs of all people.
- ♥ Learning to value and appreciate individual differences.
- ♥ Expanding on current knowledge and skills.
- ♥ Learning about community resources.
- ♥ Strengthening their reputation.
- ♥ Demonstrating a belief in equal opportunity and equal rights.



Benefits of Inclusion

Families benefit by...



- ♥ Having the choice of quality childcare.
- ♥ Feeling more a part of the community.
- ♥ Seeing their children form friendships.
- ♥ Watching their children develop new skills.
- ♥ Developing friendships with other parents.
- ♥ Having a better awareness of people with disabilities.
- ♥ Having the opportunity to teach their own children about individual differences.



Benefits of Inclusion

Children with Disabilities	<ol style="list-style-type: none">1. They are spared the effects of separate, segregated education-including the negative effects of labeling and negative attitudes fostered by lack of contact with typically developing children.2. They are provided with competent models that allow them to learn new adaptive skills and/or learn when and how to use their existing skills through imitation.3. They are provided with competent peers with whom to interact and thereby learn new social and/or communicative skills.4. They are provided with realistic life experiences that prepare them to live in the community.5. They are provided with opportunities to develop friendships with typically developing peers.
Children Without Disabilities	<ol style="list-style-type: none">1. They are provided with opportunities to learn more realistic and accurate views about individuals with disabilities.2. They are provided with opportunities to develop positive attitudes toward others who are different from themselves.3. They are provided with opportunities to learn altruistic behaviors and when and how to use such behaviors.4. They are provided with models of individuals who successfully achieve despite challenges.
Communities	<ol style="list-style-type: none">1. They can conserve their early childhood resources by limiting the need for segregated, specialized programs.2. They can conserve educational resources if children with disabilities who are mainstreamed at the preschool level continue in regular as compared to special education placements during the elementary school years.
Families of Children with Disabilities	<ol style="list-style-type: none">1. They are able to learn about typical development.2. They may feel less isolated from the remainder of their communities.3. They may develop relationships with families of typically developing children who can provide them with meaningful supports.
Families of Children Without Disabilities	<ol style="list-style-type: none">1. They may develop relationships with families who have children with disabilities and thereby make a contribution to them and their communities.2. They will have opportunities to teach their children about individual differences and about accepting individuals who are different.

Inclusion and Oregon's QRIS



What is Oregon's QRIS?

- Part of Race to the Top federal grant/Early Learning Division - systems-building money for early childhood in Oregon.
- Raise quality of child care and early learning programs.
- Provides resources and supports to improve programs.
- Recognizes program quality through rating system.
- Quality programs serve and support the needs of all children.

How does Oregon's QRIS support inclusion?

- Inclusion built into QRIS Standards.
- Can identify quality ELDPs for possible placement sites.
- More community placement options.
- Results in more children with disabilities placed in inclusive settings.



For Information on Oregon's QRIS

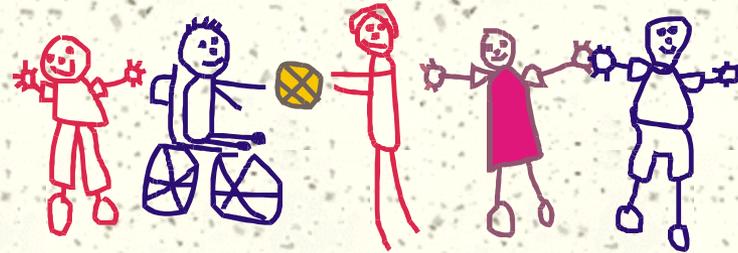
Visit the QRIS Website

<http://trouwou/projects/qrisc>

Or contact your local CCR&R



Concepts That Make Inclusion Work



Concepts That Make Inclusion Work

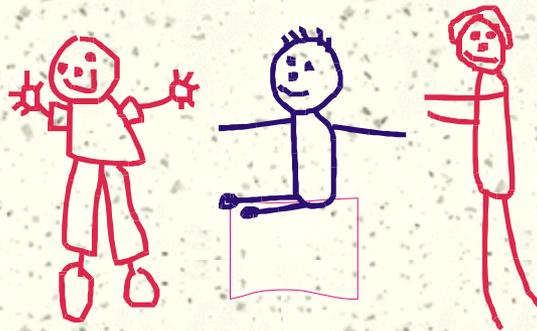
- # Accommodation
- # Partial participation
- # Reciprocity
- # Embedded instruction



Accommodation means changing the environment to meet the needs of the children being served instead of expecting or waiting for the children to change before they can participate in the environment.



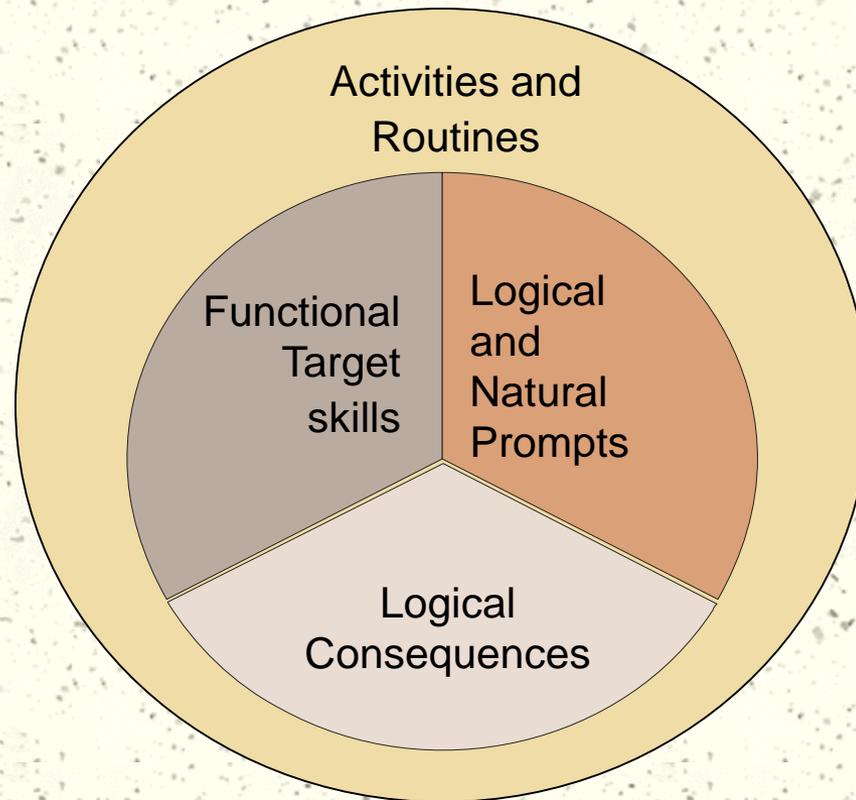
Partial participation means recognizing that all children have different levels of ability and participate in activities in different ways.



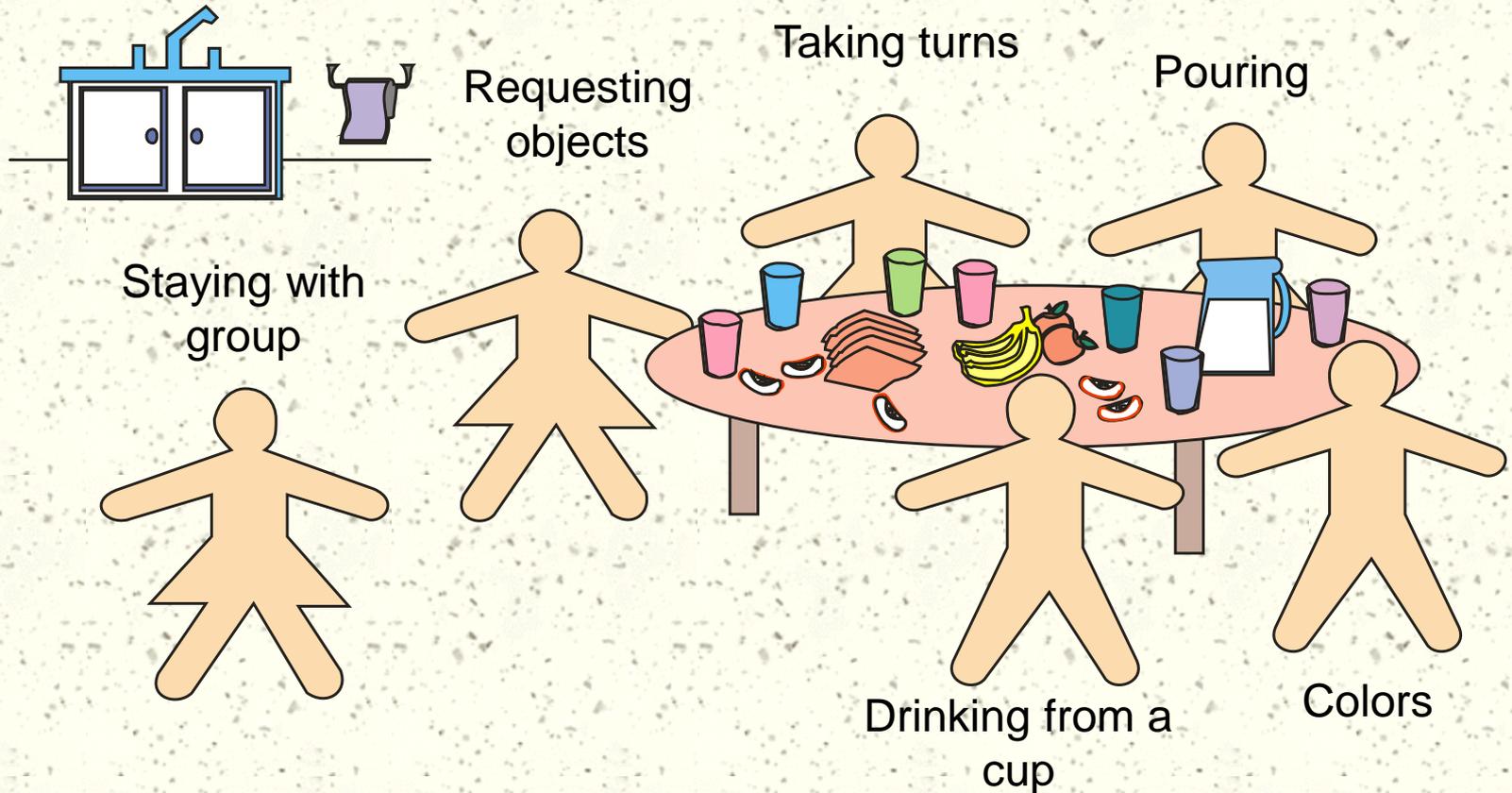
Reciprocity means that everyone has something to offer. Each child is expected to make a contribution. Children with disabilities can participate in give and take relationships.



Embedded Instruction means instruction on a child's IFSP objective is implemented in the context of ongoing, naturally occurring activities and routines.



Embedding Instruction



Steps to Creating an Inclusive ELDP



Activity

- # In small groups, brainstorm a list of "steps" to creating an inclusive ELDP.
- # Include practices you are currently doing as well as those you plan to do in the future.



Activity

- # Compare your list with the handout: *Steps to Creating an Inclusive ELDP.*
- # Highlight steps you already include or plan to include in your program.



Strategies/Adaptations/ Accommodations



Environmental Strategies

- # Allow space for child to access all classroom areas.
- # Make sinks, toilets, cubbies accessible.
- # Be sure toys/materials are accessible.
- # Label materials and shelves.
- # Provide more/less light.
- # Provide less distractions/stimuli.
- # Provide a quiet area.
- # Remove or add equipment/materials (specialized equipment).



Instructional Strategies

- # Simplify or modify activities/directions.
- # Break skills down into small, teachable components (task analysis).
- # Change expectations.
- # Use prompts (verbal, physical, visual).
- # Increase wait/processing time or slow pace.
- # Modify materials or equipment.
- # Use assistive technology.



Instructional Strategies (continued)

- # Use adults/peers as models.
- # Use visuals (picture schedules, emotion cards, communication boards, choice boards).
- # Use timers/bells/lights/warnings for transitions.
- # Use songs, puppets, social stories.
- # Provide props for transitions.
- # Provide fidget/comfort toys.
- # Call children by their name.



Instructional Strategies (continued)

- # Limit choices.
- # Be clear about rules and expectations.
- # Be consistent in routines and interactions.
- # Provide logical and natural consequences.
- # Use clear, simple language.



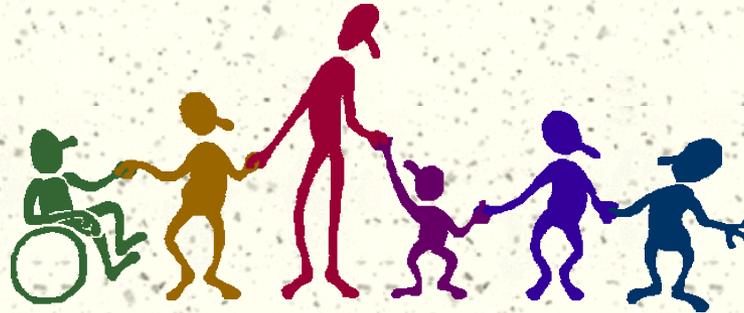
Adult Support Strategies

- # Provide additional adult support during difficult times (transitions, large group activities).
- # Provide one-on-one assistance.
- # Utilize related service providers/consultants.
- # Sit closer or further away from child (strategic child/adult placement).



Activity

In your small group, identify other strategies that you have used to support children with disabilities.



Activity

Complete the *Inclusive Practices Implementation Strategies Self-Evaluation* form.



Professional Action Activity

Select at least 3 strategies you plan to implement.



Closing Activities



Questions???

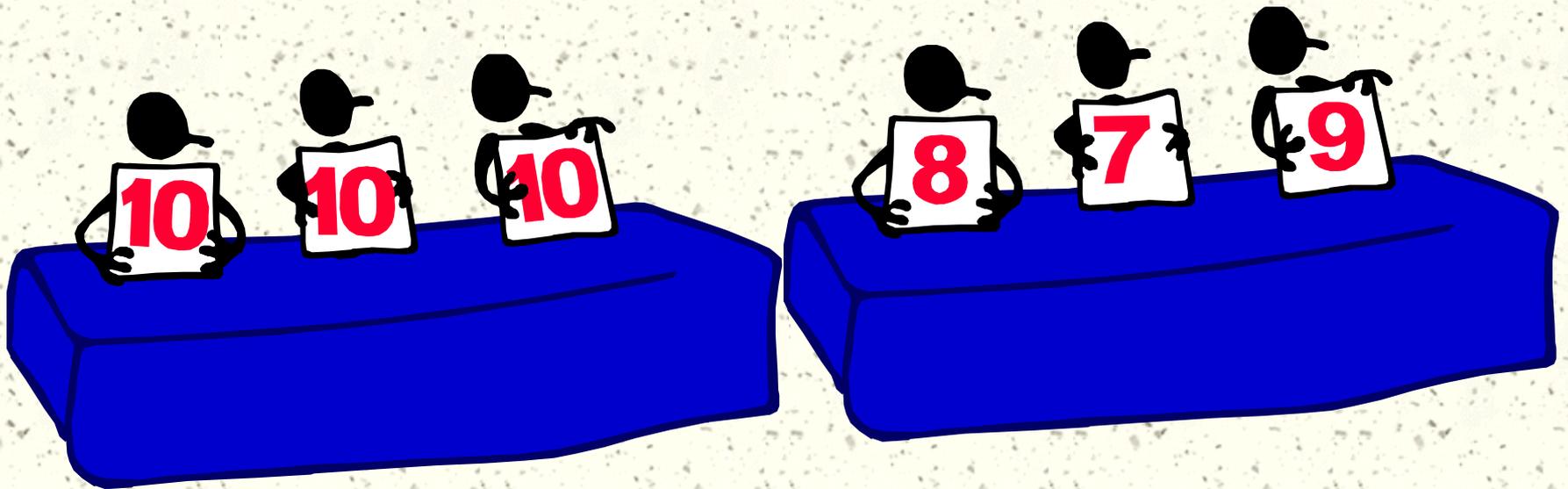
Additional Questions?

Contact:

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Workshop Evaluation



Thank You!